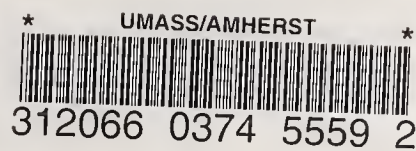


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EXECUTIVE SUMMARY

BOSTON

CHAPTER 74 EVALUATION -

GOVERNMENT OF MASSACHUSETTS

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GREATER BOSTON REGIONAL EDUCATION CENTER

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MASSACHUSETTS DEPARTMENT OF EDUCATION

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INTRODUCTION

This executive summary indicates the status of Chapter 74 vocational technical programs in Boston, as reported by a sixty-seven (67) member evaluation team. (See Appendix A for list of evaluation team members) Background information on the previous status of vocational technical programs is provided and the process and procedures for the three-day comprehensive Chapter 74 evaluation which was completed in December 4, 1988 are described. Fifteen major findings are highlighted, status summaries of the ten (10) approval factors are provided, and a brief synopsis of each program and its approval status is described.

Thirty-one (31) programs were evaluated. Ten (10) programs are in compliance. These programs meet or exceed the requirements of Chapter 74. Fourteen (14) programs have been given probational status. Seven (7) programs are in non-compliance. Probational status indicates that problems exist which can be rectified fairly soon and/or may not require programmatic changes. Programs which were reported as having safety violations were given probational status. During the exit meeting, which was held at the end of the third and final evaluation day, and during subsequent meetings between school administrators and Department staff, several of the findings, including safety issues, were discussed. Immediately following these meetings, school staff addressed these concerns. (See Appendix B for correspondence from the Director of Vocational and Adult Education indicating a quick response to some of the safety concerns.)

A full comprehensive report of over 100 pages listing each program's strengths, weaknesses and recommendations for improvement is available for review upon request. Given the urgency of some of the findings and as an effort to provide feedback so that resolutions can begin, this report is presented summarily for the immediate consideration of the State Board and the Boston Public Schools.

BACKGROUND

State- aided vocational technical programs in Massachusetts are governed by Chapter 74 Regulations as promulgated by the State Board of Education on September 1, 1977. The Division of Occupational Education is responsible for implementing the requirements of Chapter 74 and periodically reviewing and evaluating programs to ensure compliance with the ten (10) approval factors. School systems must comply with the Regulations to qualify for state aid reimbursement.

Divisional approval for Chapter 74 programs in Boston was granted in July, 1985. These approvals were granted after the school system made the necessary changes to meet the requirements. Many changes were required as a result of the comprehensive program evaluation conducted in 1981. Since the approval of these programs in 1985, monitoring in the Spring of 1986 indicated compliance problems in the following areas: 1) inactive or non-existent advisory committees, 2) lack of separate related instruction during the 50% academic time period, 3) uncoordinated and inconsistent systems for job development, placement, and follow-up of students and graduates, 4) lack of approved curriculum, and 5) a myriad of equipment and safety problems.

Some of the above concerns pertained to programs which were then located in district Satellite Programs. An administrative decision was made in the spring of 1987 to close all remaining Satellite Programs, with the exception of the Agribusiness Program at West Roxbury High School and the Distributive Education Program at Dorchester High School. Also in the spring of 1987, the Boston School Committee agreed to merge the vocational technical facility (Hubert Humphrey Occupational Resource Center) with the academic facility (Madison Park High) to create a comprehensive High School. As a result of annual CH 74 monitoring, it was found that some progress was made to correct previously identified problems pertaining to the advisory committees, curricula, equipment, and laboratory-time requirements (extended day). However, new problems arose and some old ones persisted as a result of the lengthy decision-making process. Major problems developed around the merger and administration of the facility. Enrollments decreased, quality of instruction in some programs decreased; new structural problems were created in the facility; job placement decreased; some equipment became outdated and was poorly maintained; teachers filed grievances against curriculum development requirements; and administrative/faculty changes plagued the system. All of these factors contributed to the school's current problem of student recruitment and retention.

While these changes took place, the student population was gradually shifting from a desegregated body of black, white, and other minority students to a primarily black student body. Staff inservice to address program change and student needs were inconsistent, untimely, or not provided.

EVALUATION PROCESS

The Massachusetts Department of Education is required under Massachusetts General Laws Chapter 74 to monitor and evaluate programs of vocational technical education in the local school districts. In fulfillment of this mandate, the Division of Occupational Education through its staff in the Greater Boston Regional Education Center conducted a comprehensive evaluation of 31 vocational technical programs in 3 Boston High Schools. The majority (28) of these programs are located in the newly merged Madison Park/Humphrey Center Comprehensive High School located in Roxbury. The high school reportedly serves approximately 1500 students, half of whom are vocational students.

A unique and critical feature of a comprehensive Chapter 74 program evaluation is that it is conducted by external peer evaluators, Chapter 74 vocational-technical instructors from schools across the Commonwealth. External peer evaluation insures that programs are reviewed objectively by expert practitioners in the respective areas and that such programs are adjudged for statewide consistency and for meeting local labor market demands. A 67 member evaluation team visited the schools on November 29th, 30th and December 1, 1988. The purpose of the evaluation which was coordinated by the State Department of Education was to conduct a status review of compliance with Chapter 74 Regulations, to assess the quality of vocational technical programs, and to validate presite visit data. The team was chaired by Therese Alston, an Occupational Educational Specialist in the Greater Boston Regional Education Center. (See Appendix A for list of evaluators)

Prior to the evaluation site visit, all evaluators were given an orientation session on the evaluation process and provided with background materials which included previous status reports (Unified Plan Report, May 1988 and Chapter 74 program matrix, September 1988.) Additionally, evaluators were provided for review, copies of the school staff's self-evaluation instruments and school background materials. In early November a customized survey was mailed to 261 advisory committee members, from which 84 or 32% were returned.

The evaluation process was conducted by visiting 31 program areas, by interviewing school staff and students and by summarizing observations and findings in writing.

Because of the school's comprehensive status and to assess the impact of the merger of the vocational facility with the comprehensive high school, nonvocational academic staff and non-vocational students were also interviewed as part of the evaluation process.

Upon completion of the site visits, each evaluator's report was reviewed and follow up visits were made to update and validate report findings. At the completion of the third and final evaluation day, an exit interview was held with the Director of Adult and Vocational Education to apprise him of the major findings. A thorough review of advisory committee minutes and professional development records was also completed after the site visit. This summary report was based on these data elements.

MAJOR EVALUATION FINDINGS

The major findings by approval factor of the evaluation are:

- o Seven (7) programs are in non-compliance and fourteen (14) programs have been given probational status.
- o Quality vocational education cannot be delivered under the present governance structure. Staff accountability and evaluation appear to be ineffective in the existing administrative structure and system of management. Roles and responsibilities of the Director of Adult and Vocational Education and of, the Headmaster need to be clarified and delineated.
- o Safety instruction in many laboratories is neither a priority nor a prerequisite for skills training as validated by numerous safety violations and by a blatant lack of enforcement of a safety plan in some laboratories.
- o Adequate heat, clean air ventilation, and air conditioning are lacking in some program areas and are deterrents to student attendance and a positive learning environment.
- o The 50% laboratory time requirement is not being met in several programs.
- o An updated curriculum and an organized system of sequential teaching of tasks are not in place in several program areas. There is a lack of coordination between the academic and vocational staff to create a truly comprehensive curriculum. Competency Based Vocational Education (CBVE) curriculum is not implemented and/or updated in every program. Related instruction is incorporated into laboratory time instead of academic time or not provided at all.
- o Academic bilingual services and vocational technical bilingual services, particularly language assessment, need to be coordinated in a systemized fashion. Follow-up of language support services should be provided.
- o While the organizational structure, curriculum content and staff commitment in the Special Needs Assessment Program (SNAP) are commendable, the program is isolated from other school programs and activities.

Transitional and follow up services for mainstreamed students are not adequately in place.

- o A coordinated and aggressive system for effective job placement and follow-up is not in place. Cooperative job placement is nonexistent in many of the high demand program areas. Career education and vocational technical assessment cannot be adequately provided for all students with the limited staff assigned to this activity.
- o Advisory committees for each program are not actively in place, particularly in the Metal Fabrication and Construction Clusters.
- o Reported enrollments and actual enrollments and/or attendance vary greatly throughout the programs.
- o An excessive number of high schools in the system inhibit adequate levels of enrollments in vocational technical programs. This is further exacerbated by either the inability or unwillingness of middle school counselors to advise Boston Public School students of the merits and advantages of a vocation-technical education.
- o The enrollment of special needs students continues to equal half of the total vocational technical student enrollment.
- o There is an apparent lack of support by, and commitment to, quality vocational technical programs by the School Committee.
- o The technical high school should be an integral part of vocational technical programs rather than separate and discrete, which creates a class status of students' pursuing a program of study.

SUMMARY OF EVALUATION FINDINGS

The following evaluation findings are summarized according to the 10 Approval Factors mandated by Chapter 74, Regulations.

4.01 Organization

Advisory Committees

The status of the program and general advisory committees was in non-compliance during the last two school years. This school year efforts were made to reactivate program committees and to recruit program chairpersons as members of the general advisory committee in order for the general advisory committee to represent all program areas appropriately. Currently, there are too many nonprogram area representatives on the 51 member general advisory committee. The general advisory committee, however, has begun to take a more active role in overseeing vocational technical activities and does meet with the Superintendent and members of the School Committee.

Although most program committees meet semi-annually as required, program advisory committee minutes (including members in attendance) were not well kept for all programs. Some committees, particularly in West Roxbury's Agribusiness Program and in the Business and Health Clusters are very organized and active. The Construction Cluster and the Metal Fabrication Cluster continue to maintain one program committee, when separate program committees are required by the Regulations. Membership composition and meeting activities vary in other programs. Although students are listed as members of program committees, students interviewed were not aware that they were represented on advisory committees.

Two hundred sixty-one (261) surveys (with stamped return address envelopes) were mailed to advisory committee members as part of the evaluation. Only 84 or 32% were returned. And of the 32% returned, 18 or 21% reported that they were not members. Fifty-six percent (56%) of the members who returned the survey represented business and industry and a little over half felt that their expertise was well utilized. There was no response from any of the advisory committee members in 11 programs.

The functions and activities of the advisory committees should be clearly defined and strengthened through regular formal meetings. The primary role of these committees should be to ensure that only quality programs are being offered. While recruitment is a concern, these committees should be more concerned with student retention through regular evaluations of each program's attendance, curriculum, facility, methods of instruction and placement rates. It is only when these areas are appropriately addressed, that the vocational program will improve their image among students, parents, the community and in business and industry.

Management

The administration's dedication and energy to establish, maintain, and improve the quality of vocational education are evident. Staff sub-committees to develop action plans in the areas of curriculum, marketing, students' support services, and equipment were developed. School wide efforts to instill school pride, enhance self esteem, and reduce suspension rates have been very effective. Students interviewed reported that the reputation of the school had improved and that they felt a sense of pride in their school and in their respective programs. Suspension rates have been reduced by 50% from 222 last school year to 101 this school year (Sept.-Dec.). The recent walkout by two hundred (200) students in protest against the Superintendent's untimely recommendation to merge Boston Technical High School and Madison Park/Humphrey Center High School has resulted in 3 day suspensions. This action will increase this year's suspension rate. Plans are currently underway to adopt a "week about" schedule next September to replace the current half day schedule.

While a good working relationship exists, formal delineation of duties, responsibilities, and the authority of the Director of Adult and Vocational Education to both the Headmaster and to the Assistant Headmasters for vocational programs is greatly needed. In addition, the organizational structure, as it exists, includes several administrative staff which makes accountability and systematic change difficult.

Communication and coordination between and among the academic, vocational, bilingual and special education departments occur at a disadvantageously minimal level.

While the Director of Adult and Vocational Education has direct access to the Superintendent, he does not have direct authority nor supervision over the vocational technical staff and programs.

4.02 Control

The Chapter 74 vocational technical programs are under the control of the Boston School Committee.

Because of what appears to be lack of school committee support resulting in inefficacious programs, recommendations for the restructuring of vocational technical education in Boston has been generated by external parties. In a recent report by the Boston Employment Commission, three recommendations were proposed to change the existing governance structure for vocational technical programs.¹ The commission's recommendations were made as a result of hearing testimony from over 45 persons concerned about the status of vocational education and from reviewing 10 written source which assessed the status of vocational technical education in Boston. Those recommendations were as follows:

1. "a citywide vocational education district independent of the Boston School Committee.
2. a regional vocational/technical district with other cities and towns and,
3. an independent citywide district with appointed trustees representing a number of constituencies including the School Committee"²

On January 26, 1989, Superintendent Laval Wilson announced in a press conference his recommendation to merge the vocational technical complex (Madison Park/Humphrey Center) with Boston Technical High School, as part of the new assignment plan. The school committee did not adopt this recommendation.

1 Executive Summary, Boston Employment Commission Staff Report 1/89

2 Ibid.

4.03 Location

The majority of the laboratories (those which are closed in and not located on the ground floor) have adequate space for the delivery of quality vocational technical education. However, programs located on the ground floor, particularly in the Construction and Power Mechanics Clusters, have fluctuating room temperature and/or poor air quality. The Electronics, Welding, Upholstery and Business Education Programs have inadequate, reduced space as a result of the merger/relocation. The need for air conditioning in the Radio/TV Production studio is also a major facility problem.

Several safety violations were cited in the laboratory areas such as the lack of fire extinguishers and fire blankets and students not wearing safety glasses nor safety shoes where required. Several light switches were nonfunctional as a result of vandalism. Some laboratories were reported as cluttered with unused equipment and needing general cleaning and maintenance. These problems reflect a general lack of safety, lack of pride in the teaching profession and in the program areas set a poor example for students to develop good work ethics and habits.

4.04 Equipment

The evaluation team members only cited a few programs as being well-equipped and well-maintained. Unimplemented or expired, service contracts and lack of proper safety guards for equipment were reported as problems in some laboratories. The Heating, Ventillation and Air Conditioning, Dental Assistant, and Food Services Programs will soon receive updated equipment to be purchased through federal vocational funds. Storage of equipment and supplies in the Construction Cluster was cited as a critical problem.

4.05 Course of Study

While the evaluation team members cited that curriculum objectives, learning guides, and task lists, were well developed for most programs, there was little evidence that such curricula were implemented effectively across all programs. There was also a general concern that curriculum needed updating. Curricula in the Child Care, Cosmetology, Financial Services/Banking, and Photography Programs were reported as exemplary or more than satisfactory. The Retailing Curriculum was non-existent at Dorchester High School.

The Competency Based Vocational Education Curriculum (CBVE) model is reportedly developed and used to some extent across all program areas. Teachers need ongoing in-service on structuring activities to use student time more effectively and to implement all of the CBVE curricula.

4.06 Qualifications of School Personnel

Vocational Technical Personnel Approval

Madison Park/Humphrey Center has a staff of approximately three hundred (300) of which a total of eighty-one (81) instructional, support and administrative personnel are reported working in Chapter 74 approved areas. However, there are several other administrative, instructional, and support staff including three (3) Assistant Headmasters and a Headmaster who are not vocationally approved as required by Chapter 74 regulations. Some of these individuals, particularly the Headmaster have direct supervision over vocational technical staff and programs. Seventy-five (75) individuals, or 92.6%, are fully approved.

The remaining six individuals, 7.4%, are either provisionally approved or awaiting the spring vocational competency examination in their respective trade area.

Professional Improvement

An on-site inspection of the professional improvement records was held at the Madison Park/Humphrey Center High School on January 20, 1989. The two year periods inspected were 1985-1987 and 1987-1989. Each of the four folders contained supporting documentation along with summary sheets of the contents. All of the teachers have been participating in professional improvement activities. However, there were some individual problems falling into two basic areas: type of activity and method of documentation. In some cases the type of activity is not directly related to vocational learning for high school students but for older adults. And in a few instances, written documentation was not appropriately signed by employers.

Professional improvement is meant to be a learning experience. In several instances, individuals appeared to be performing many of the same services with a different age group, such as postsecondary and adult students at Roxbury Community College. This type of inservice may or may not provide transferrable skills for a high school population. A number of teachers worked at their own businesses. There is trade contact but it is unclear what new techniques are being learned. Individuals who work for other persons should present a letter describing the work and the time spent signed by that person. An individual should not verify his or her own work.

The Division of Occupational Education sponsors an annual professional development conference which provides an excellent opportunity for Chapter 74 personnel to obtain professional improvement credit. Since this is Division funded, there is control of the content. If a person wishes to attend another conference, he or she must obtain prior written approval from the Division. If approved, upon completion a written report of that conference's new and innovative offerings, along with signed verification that the conferee attended all sessions, must be furnished.

Attendance at industry-sponsored automotive clinics should be in conjunction with the established annual conference unless final days of the school year conflict with the conference dates, or the spaces available in June are filled as approved by the Division of Occupational Education. Individuals who wish to take courses offered by non-accredited institutions should provide a syllabus for prior approval by the Division. Individuals wishing to obtain professional improvement credit for military reserve training must submit a description of the training to determine its job-relatedness.

4.07 Methods of Instruction

Instruction

Several of the instructors, guidance staff, and administrators received favorable comments from evaluation team members. The instructors are generally described as being dedicated and there appears to be for the most part good teacher-student rapport. The continuity and sequencing of tasks to allow for a complete program of instruction are limited, partially due to the half-day schedule. In addition, 10th, 11th and 12th grade students are grouped in the same classroom. Related instruction is not provided in most programs and when it is provided, it occurs during laboratory time, which violates Chapter 74 Regulations. This problem results in non-compliance, as the 50% laboratory time requirement cannot be met. This is a problem in many programs, but most specifically in all of the construction cluster programs. Vocational instruction time was extended from a 7 to an 8 period day in order to meet the 50% laboratory time requirement. However, additional time for related instruction was not included for vocational technical programs. The graduation requirements do not reflect credit for vocational technical courses appropriate to student time on tasks. Increased academic requirements make it extremely difficult for vocational students to complete vocational technical programs particularly if they fail one or more of their academic subjects. Academic coordination and bilingual coordination with vocational technical programs are greatly needed given the comprehensive nature of the school.

Guidance, Counseling and Placement

Dedicated and competent career and vocational guidance staff provide a range of support services to vocational students. A one week 8th grade exploratory program and a half year 9th grade exploratory program are in place to help students choose a skills training area. A vocational assessment center has been in place for three years to assess student vocational interest and aptitude; but this center needs additional full-time staff. A new bilingual counselor and special education counselor were added this school year with federal vocational funds. Two full-time cooperative placement staff are responsible for job placement for 30 programs.

Placement and follow-up records of graduates are only maintained for one year though a one and four year follow-up is required.

4.08 Conditions of Admission

Boston's vocational technical enrollment has steadily declined. Currently enrollment is between 500 and 700 vocational technical students. The admissions policy is based on the court-ordered assignment policy which determines the number of minority youth who can enroll in the city's vocational technical programs based on the number of white youth who enroll. The enrollment of white youth which was already low (8%) continued to decline; thus, utilization of the facility continues to be limited. In addition, the large number of high schools in Boston limits enrollment because there is greater choice and competition among schools for students.

There are very few students enrolled in programs non-traditional for their sex. The facility is designed to allow access for handicapped students and a significant number of handicapped youth are enrolled in vocational technical programs. A substantially separate 502.4 program (S.N.A.P.) is in place for special needs students, as required by Chapter 766.

The first recommendation of the Boston Employment Commission advocates for a citywide vocational technical education district independent of the Boston School Committee. If this recommendation is adopted, the restrictions that currently exist for minority youth pertaining to access to vocational technical programs could be diminished. In addition, recruitment efforts could be expanded, and the facility more utilized.

It is still critical, however, that inservice education be provided to middle school counselors in order to counsel the students of the Boston Public Schools more objectively and effectively of the opportunities of a vocational-technical education.

4.09 Employment of Pupils

Currently, there are only 30 students working on cooperative agreements. The proof of an effective vocational technical program are the results of successful program placement. Yet, successful graduates are not publicized by the placement office, and an

alumni database has not been established. Posters of career opportunities attached to a bulletin board do not constitute an aggressive student recruitment program. A job bank needs to be developed through aggressive job development. Placement staff should stay abreast of student grades and competency level. Comprehensive job placement and a four year follow-up system are greatly needed.

4.10 Expenditures

The basic cost coding elements seem to exist for budgetary control and cost-effective program planning for Chapter 74 offerings. It appears, however, that they are not used, either for accurate reporting of Chapter 74 costs to the state or for program consolidation/elimination decisions or staff redeployment decisions.

The Boston Public Schools is not in compliance with Chapter 74 regulation 4.10, or with the "State Aid Regulations." The most recently submitted End-of-Year Report contains misleading allocated Chapter 74 expenditures rather than having been prepared on an actual cost basis as required.

Steps must be taken to guarantee that future End-of-Year Chapter 74 listed costs are actual. The 1987-88 reports should be redone. In order to assure that this school district's vocational expenditures maximize the educational opportunity benefit attainable, a major study should commence immediately to identify programs for elimination, programs to be combined, and address the redeployment of staff who are not now serving in a cost-effective manner.

INDIVIDUAL PROGRAM SUMMARIES

On the following pages, brief summaries are provided for each program. More detailed summaries with specific recommendations for areas needing improvement will be included in the comprehensive Chapter 74 report.

Off Campus Programs

o W. Roxbury High School Agribusiness Program

The Renewable National Resource Program has an active enrollment of 49 students. Curriculum content includes landscaping, soil testing, conservation, etc. taught by a highly motivated new instructor. Additional storage space is needed for storing gas in order to maintain safety and meet fire codes.

In-Compliance

The Horticulture Program is also taught by a new energetic instructor and serves 52 students. An up-to-date curriculum is in place. Although seasonal externships are provided, cooperative work experiences need to be developed.

In-Compliance

Both programs are well maintained, well supervised and are well coordinated with the science department particularly around the use of the out-door land laboratory. Placement and follow-up activities are provided by the program director who also maintains active advisory committees. In addition these programs are involved with the Future Farmers of America and the Massachusetts Horticulture Society.

o Dorchester High School's Distributive Education Program

A dedicated instructor supervises cooperative work experience. However, the program curriculum was unavailable and the textbook which is 10 years old needs updating.

Probational

Madison Park/Humphrey Center Programs

Construction Cluster

- o The Building Maintenance Program instructor and students should have access to equipment and materials in the adjacent mill laboratory to allow student exposure to basic carpentry through the use of fixed stationary equipment (the mill laboratory is currently not being used).
None of the advisory committee surveys for this program area were returned and/or indicated membership.

Probational

- o The Upholstery Program which was relocated from Dorchester High School is in an inappropriate area and should be moved to a larger area with modern equipment. Currently, there are only two students enrolled in this program.

Probational

- o The location and space for the Carpentry Program is commendable. However, on the day of the site visit only 10 students were present. Laboratory time equals only approximately 6 hours and 45 minutes per week. The teaching of safety practices is not documented nor observable. All safety equipment such as fire blankets and fire extinguishers should be inspected and brought up to standards. Safety zones should be marked. None of the advisory committee surveys for this program area were returned and/or indicated membership.

Non-Compliance

- o The Machine Drafting Program needs a fire extinguisher and safety blanket. Related instruction is provided during laboratory time. CBVE is actively in use. None of the advisory committee surveys for this program area were returned and/or indicated membership. Currently is only seven (7) students are enrolled in this program.

Non-Compliance

- o The Plumbing Program no longer has an advisory committee. Related instruction is incorporated into laboratory time. Safety could be better reinforced and a fire exit is needed. Laboratory area needs to be regularly cleaned and maintained. None of the advisory committee surveys for this program area were returned and/or indicated membership.

Non-Compliance

- o An Electrical Program curriculum requires related theory which is not being provided in this laboratory. Student safety, theoretical understanding and knowledge of the electrical code are prerequisites for licensing in the electrical trades. Fire extinguishers, first aid boxes and sprinkler heads are also needed in the laboratory area. None of the advisory committee surveys for this program area were returned and/or indicated membership.

Non-Compliance

- o In the Heating Ventilation, and Air Conditioning (HVAC) Program, laboratory time is limited to 6 hours and 45 minutes per week. The program, which has a very low enrollment, experiences a high absentee rate as do other programs in the cluster. Fire blankets need replacement and one of the panic buttons do not work. Lights and light switches also need repair. In this open space laboratory area, the heat is not adequate. New equipment is soon to be purchased through a federal vocational grant. None of the advisory committee surveys for this program area were returned and/or indicated membership.

Non-Compliance

The Construction Cluster needs to document and develop meetings for program advisory committees, repair telephones and intercom systems, regularly instruct and enforce student safety (safety glasses and proper footwear), and maintain laboratory equipment to ensure proper guarding and safe operation. Student attendance is very poor. While not put in writing, evaluators expressed a serious concern about racist and sexist comments and attitudes expressed by staff in the construction cluster. Because of the seriousness of this allegation, Department staff have already met with school administrators to discuss this problem. As a result, assurance has been given that this issue will be addressed through several strategies, including training. The problems documented throughout the construction cluster program areas were more severe and blatant than any other cluster and are reflective of the cluster administration's lack of commitment to, and accountability for, the delivery of quality vocational programs.

Power Mechanics Cluster

The Automotive Program has one of the highest enrollments (112) and evaluators observed positive student/teacher interactions. Updated equipment, repairs to broken equipment and installation of safety controls (wall mounted) for floor lifts are needed. Doors should be weather tight to help control the temperature in the laboratory which is extremely cold in cold weather. In general, the laboratory area was very dirty and cluttered which creates a hazardous walking and working environment and does not instill a positive work ethic.

The curriculum is updated but evidence of sequential teaching and consistency in grading among all nine(9) instructors are not apparent. Resources such as audio visual equipment, repair and parts manuals are also needed.

Some electrical outlets are broken and have exposed wiring. Chemicals stored in open containers, missing fire blankets, and extinguishers contribute to a hazardous laboratory condition.

Probational

- o The Small Engines Program is one of the few programs that has students working on cooperative agreements. Several safety violations exist such as missing fire blankets, not enough fire extinguishers or marked exit signs, loose electrical outlets and air lines. Repairs are needed for eye wash, the broken lock on fuel cabinet, power shutoffs and overhead lights. Hoists are obsolete and hazardous. CBVE is in use but curriculum resources such as service manuals need updating and textbooks are needed.

Probational

Graphics Cluster

- o The Graphic Arts Program is lacking related instruction, essential to the trade. While the press room and dark room areas are well equipped, the typesetting equipment is obsolete. More time should be spent on task lists and less time on the amount of commercial work being completed for the Boston School Department.

Probational

- o The Commercial Art Program has an advisory committee that makes useful recommendations, as evidenced in documented records. (CBVE) curriculum is in use and records are adequately maintained. Curriculum should be updated to include air brush computer graphics and publishing. Additional equipment and materials such as desktop publishing facilities, stat camera, special drawing aids, and air brush equipment are needed in this program. In-service for instructors on use of new equipment should also be provided.

Non-Compliance

- o In the Commercial Photography Programs the CBVE Curriculum is exceptionally well developed and updated, and students' records are well kept. There is a good system of inventory control and security for photo equipment. Chemical safety rules, current employment ads and student photo projects are posted. Better ventilation, room temperature control and more studio lighting are needed. The laboratory is well equipped for black and white photography projects.

Color film is needed in order to implement the color photo curriculum for which there are many color lab positions available in the industry.

Non-Compliance

- o The need for air conditioning in the Television Production Program Studio continues to be a major problem. A repair contract is needed with a company that can repair the sophisticated equipment in the program. The teachers have adapted the program to the needs of the students who seem to be self-motivated. There is evidence that student progress is monitored.

Probational

Metal Fabrication Cluster

- o Good work and safety habits were observed in the Autobody and Fender Program, although adequate heating and air units are greatly needed. Storage lockers for flammables, ground faults and state of the art equipment are needed. The hand tools assortment is good. Updated video tapes for instruction and separate related instruction time is needed. The heating system is not adequate. The temperature is below 60° in winter months. Air purification and improved lighting are needed.

Probational

- o The Welding Program has an updated curriculum and a good system of maintaining student records. Complete welding projects should replace repetitive tasks. Safety instruction should be reinforced throughout the school year not just at the beginning of the year. Steel material is needed and the gas welding stations not being used should be removed to enlarge the work area. None of the advisory committee surveys for this program area were returned and/or indicated membership.

Probational

- o The Sheet Metal Program has up to date progress records and CBVE curriculum. There exists a very small enrollment (6) but a good student/teacher rapport. Related instruction should be incorporated into the program without interfering with laboratory time activities. Improved lighting and ventilation in the laboratory are needed. Ample materials, modern tools and equipment are utilized. None of the advisory committee surveys for this program area were returned and/or indicated membership.

Probational

- o In the Electronics Program, the use of CBVE is evident, tasks are well defined and student progress is documented. Because related instruction is taught during laboratory time, the 50% laboratory time requirement is not being met. Three grade levels are intermixed in the same laboratory periods: grade 9 exploratory, and grades 10 and 12. The room is well laid out and maintained with good equipment in adequate numbers. Distractions are constant due to the lack of walls or proper partitions to separate the five (5) class rooms. There is a lack of fire egress. None of the advisory committee surveys for this program area were returned and/or indicated membership.

Non-Compliance

- o The Machine Shop Program is being shared by Madison Park and Boston Technical students. The time required to set up and take down machines for each class limits the amount of time on task. Working equipment is in very good condition. Because equipment from Boston Technical High School is not yet installed, both groups are sharing the same equipment. Related theory books and audio visual materials are needed to improve instruction. None of the advisory committee surveys for this program area were returned and/or indicated membership.

Probational

Commercial Mall Cluster

- o The Retailing Program is actively involved in DECA (Distributive Education Clubs of America) and the physical facilities for the retail store and classroom areas are in good condition. Learning guides, competency reports, and task lists were on file. Increased numbers of students should be working on cooperative agreements. Follow-up site visits, time cards and work records need to be better documented and on file with the instructor. The alarm system for the school store is incomplete and fire extinguishes were missing. None of the advisory committee surveys for this program area were returned and/or indicated membership.

Probational

- o The Hotel Lodging Program facility does not reflect the hotel industry today. New equipment and an updated curriculum with a sequential plan for teaching new material is needed. Records of student competencies are being kept.

Probational

- o The Cosmetology Program is in need of equipment to run the program properly. The needs include a sterilizer, cash register, electric and outliner clippers and manicure tables. The curriculum is satisfactory but curriculum resources are needed such as theory and textbooks in Spanish.

In-Compliance

- o The Financial Services Marketing (Banking) Program has a very active program advisory committee that could be very useful in improving public relations for recruitment purposes. Serious consideration should be given to establishing a "real" bank within the school. Curriculum content is more than satisfactory student records and progress is well maintained.

Through the efforts of the instructor, most of the equipment in the program was procured at no cost to the school system. However, five out of nine pieces of equipment are not working and service contracts are needed for repairs. New typewriters, filing cabinets, calculators and computers are also needed. Exposed wiring on the floor creates a safety hazard.

Probational

- o The Baking/Food Services Program is run in a dignified orderly fashion and is a credit to the staff. In the food production program, students are rotated among stations to allow for learning experiences in all areas of production. Time for related instruction and a documented method for grading students is needed. Additional equipment is needed in both the baking and food production laboratories. Improved ventillation, fire exits and extinguishers in the kitchen, an eyewash station, and posted safety signs and rules are needed.

Probational

Health Cluster

- o The Dental Assistant Program provides instruction primarily for entry level chairside assisting and has a 100% placement rate after graduation in further education and/or private practice. An active advisory committee with documented meeting minutes exists for this program. Radiology instruction will soon be incorporated into the curriculum.

1 In-Compliance

- o The Nursing Assistant Program actively uses CBVE curriculum and student records are carefully kept. Safety instruction is incorporated into curriculum and includes infection control. Outside internships at local hospitals are a regular part of the program. Ample equipment is available but health related library resources are needed.

1 In-Compliance

- o The Child Care Program is quite unique. The facilities and equipment are state of the art, clean and well maintained. The center meets Office for Children guidelines and the atmosphere is very warm and positive. Instructors are enthusiastically well versed and organized about their subject matter and curriculum content which stresses safety. Provisions are made for special needs students and individual attention is provided by a para-professional for the pre-school child as well. Students who attend and subsequently graduate from the program will receive a solid foundation in the area of early childhood education. The composition and activity of the program advisory committee is excellent.

In-Compliance

Business Cluster

- o Data Processing Program could use equipment upgrading from a PDP to a VAX/VMS system with colorgraphic terminals and other related equipment if the curriculum is to teach operating systems versus just programming. The current system is 15 years old. Desk access for wheel chair students should be provided. Students from all grade levels are instructed together and move up by competency level in lieu of by grade. A more adequate area is needed for related instruction. The program has a very active advisory committee with documented minutes available.

In-Compliance

- o The Medical Secretary Program uses various learning materials to fit students different learning styles. However, task lists should be reviewed and updated. Cooperative education and related instruction is limited by the half day schedule. Equipment is up to date and safety practices are being observed. A temporary wall to separate the program area from a corridor has been erected. This change has resulted in increased noise and distractions and may possibly be a safety hazard.

In-Compliance

CONCLUSION

Many of the findings in the evaluation summary were previously reported in the Unified Plan Status Reports (1987,1988) and are reiterated in the recent Employment Commission's staff report for the Improvement of Vocational/Technical Education in the City of Boston and in the November 1988 report, Vocational Education In Massachusetts and The Future Of Young Minority Citizens prepared by Jennings and Moore. Many are long standing issues, still not addressed.

It appears that the lengthy political process that recommended change must undergo in the present school system structure is ineffective in terms of implementation time-lines. The process for approving and implementing the Boston Education Plan for Occupational/Vocational Programs is an example of this problem. The time consuming process allows major problems to continue and fester until correction is often obsolete and/or in vain.

A strong positive and rewarding staff evaluation process is mandatory but must be one that can withstand union grievances and political pressure. Accountability of teachers, administrators and other school staff and their motivation or lack thereof directly affect students' motivation and success. Some programs have little chance of ever becoming positive learning environments for youth, and particularly minority youth if a general lack of concern continues as reported by some evaluators. A general air of mediocrity was observable in some programs while other teachers continue to generate an optimistic approach and maintain high expectations for themselves and their students.

The evaluation report lays the groundwork for some serious determinations by the Boston School Committee whose commitment to vocational technical education is questionable. The evaluation findings demonstrated that vocational technical education continues to hold a second class status on the school committee agenda. It would behoove those parties empowered with such oversight responsibilities for Boston's vocational technical programs to factor in the grave implications of the findings of this evaluation report as they consider the future. While the Department can adjudge program noncompliance with Chapter 74 regulations, it rests upon those parties with vested interests to seek answers, agonizing and distressful though they may be, to some critical questions generated by this report.

Is public policy better served by continuing a vocational experience which requires costly, major redress or by grappling with the reality that viable alternatives must be sought with exigency to provide students with quality vocational technical education?

While non-compliance issues were cited in twenty-one (21) programs, ten (10) programs meet or exceed the Chapter 74 requirements. These ten (10) programs have maintained compliance in a system rife with programmatic deficiencies and dwindling enrollments. However, we remain concerned about the other twenty-one (21) programs where previously documented problems persist. It is critical that the recommendations set forth in this comprehensive evaluation be acknowledged and implemented.

With the increased choices and competition for students which will result from the new student assignment plan, it is incumbent upon all parties concerned about vocational education in Boston to rethink the problems that exist, and develop immediate and long term plans to address them in order for students to have the maximum opportunity for learning in all 31 vocational technical programs. To do any less will diminish Boston's opportunities to prepare its youth for their role in a prosperous workforce.

Evaluation Team Members

<u>Name</u>	<u>Evaluation Area</u>	<u>Representing</u>
Adams, Michael	Administration	Everett High School
Alston, Therese	Evaluation Chairperson	DOE GBREC
Barnfield, Ron	Small Engine Repair	Greater Lowell Regional
Barrett, Dick	Auto Mechanics	Greater New Bedford
Berg, George	General Merchandise	Hull High School
Blake, Sandra	Special Needs (SNAP) Assessment Program	Cambridge Rindge & Latin High School
Boucher, Roland	Heating Ventilation & Air Conditioning	Blackstone Valley Reg.
Burns, Bill	Medical Secretary	Greater Lowell Regional
Cappy, Frank	Graphics Cluster	Blue Hills Regional
Carnabucci, Tony	Construction Cluster	Cambridge Rindge & Latin High School
Chamberlain, Pam	Student Organizations and Student Interviews	DOE, GBREC
Chu, Naisuon	Advisory Committee Survey	DOE, GBREC
Ciccotelli, Marie	Allied Health/Nursing Assistant	Blue Hills Regional
Costa, Sue	Academic Coordination	Pathfinder Regional
Cronin, Bob	Cosmetology	Somerville High School
Crowley, James	Electronics	Blue Hills Regional
Curran, Eugene	Professional Improvement & Qualifications of staff	DOE Central Office
Dahestrom, Carl	Machine Shop	Worcester Trade
Doucet, Victor	Welding & Cutting	Waltham Voc. Tech. School
Dyett, Lydia	Student Interviews	Hingham High School
Elden, Raymond	Plumbing & Pipefitting	Shawsheen Valley Regional

Farnsworth, Christine	Distributive Education	Watertown High School
Festa, John	Carpentry	Blackstone Valley Regional
Fiducia, Cindy	Guidance/Assessment	Greater Lawrence Regional
Frank, Llamas	Special Education	DOE, Central Office
Frank, Cappy	Commercial Photography	Blue Hills Regional
Gallagher, Ron	Carpentry	Blue Hills Regional
Gauthier, Claudia	Health/Child Care	Montachusets Regional
Gauthier, Claudia	Dental Assistant/ Community Health Work	Montachusets Regional
Green, John	Radion/T.V. Production	Quincy Vocational
Harrington, Sarah	Student Interviews	North Quincy High School
Hartford, Heather	Student Interviews	Notre Dame Academy
Hichborn, Edward	Finance & Credit	Tri County Regional
Hickey, Steve	Electricity	Everett High School
Holster, David	Plant Science	Norfolk County Agri.
Hrubi, Rosemary	Guidance/Assessment	Somerville High School
Iacobucci, John	Electronic	Greater Lawrence Regional
Ierardi, Dominic	Hotel & Lodging	Greater Lowell Regional
Jannone, Charles	Auto Mechanics	Medford Vocational Tech.
Joseph, Judy	Job Placement	Lynn Vocational Tech.
Karagosian, Arshag	Drafting	Keefe Regional
Killeen, Eugene	Graphic Arts	Quincy Vocational Tech.
Lapear, David	Curriculum	Pathfinder Regional
Lapollo, Guy	Building Maintenance and Construction	Franklin County Regional
Larivee, Ray	Curriculum	Cape Cod Regional
LeVasseur, Jason	Student Interviews	Dover-Sherborn Reg. H.S.

Llamas, Frank	Special Needs Services	DOE, Central Office
Lokacewicz, Anthony	Agricultural Resources	Norfolk County Agri.
Maldonado, Modesto	Bilingual Services	Greater Lawrence Regional
Mazzolla, Charles	Metal Fabrication & Sheet Metal	Weymouth Voc. Tech. H.S.
McKinney, Lisa	Baking/Food Service	Newton North High School
McNiff, Kevin	Baking/Food Services	Keefe Regional
Merola, Robert	Data Processing	Shawsheen Valley Regional
Messina, Joe	Upholstery	Greater Lawrence Regional
Mosher, Don	Auto Mechanics	Old Colony Regional
Mullen, Jim	Auto Mechanics	Shawsheen Regional
O'Brien, Paul	Graphic Arts	Everett High Schools
Padro, Jane	Bilingual Education	Fanning Trade
Paisner, Jonah	Student Interviews	Brookline High School
Peach, Bob	Academic Coordination	Montachusets Regional
Perez, Ken	Body & Fender Repair	Weymouth Voc.Tech.
Rivera, Doris	Student Interviews	Cambridge Rindge & Latin High School
Rose, Mary C.	Care & Guidance of Children	Fanning Trade
Ruiz, Maria	Bilingual Services & Student Interviews	DOE, GBREC
Savoie, Wilfrid	Administration	Blue Hills Regional
Shannon, Maureen	Recruitment/Equity	DOE Central Office
Silberzweig, Bob	Budget	DOE, Central Office
Silva, Maria A.	Student Interviews	DOE, GBREC
Sriram, Surah	Commercial Art	Tri Country Regional
Sylvia, Kenneth	Auto Mechanics	Greater New Bedford Reg.

VOCATIONAL ENROLLMENT

<u>Off Campus Programs</u>	<u>Reported Enrollment</u>	<u>Actual Attendance</u>
Renewable Natural Resource	49	NR
Horticulture	52	NR
Retailing	11	NR
<u>On Campus Programs</u>	<u>Reported Enrollment</u>	<u>Actual Attendance</u>
Plumbing & Pipefitting	20	NR
Electrician	44	NR
Building Maintenance	22	NR
Carpentry	78	NR
Upholstery	05	NR
Drafting, General		
Drafting, General	07	NR
Heating, A/C, Refrig. Mech.	10	NR
Automotive Mechanics	112	NR
Small Engine Repair	06	NR
Graphic & Printing Communication	28	NR
Commercial Art	15	NR
Radio & television Production & Broadcasting	34	NR
Commercial Photography	23	12
	NR	
Automotive Body Repair	51	NR
Welding	18	NR
Electronic Technology	45	23
Sheet Metal	06	NR
Machine Tool/Machine Shop	08	NR
Retailing	21	NR
Hotel/Motel Management	07	NR
Financial Services Mktg.	25	14
Cosmetology	69	NR
Food Prod., Mgmt. and Service	62	(17/29) kitchen only
Nursing Assistant	21	NR
Dental Assisting	08	NR
Community Health Worker	04	0 (program closed)
Allied Health	17	NR
Child Care & Guidance Mgt & Service	34	21
Medical Secretary	32	NR
Data Processing	50	NR

Vocational Enrollments as of 11/15/88

NR = Attendance on date of site visit not reported



The Commonwealth of Massachusetts

Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169-5183

March 15, 1989

Dr. Laval Wilson, Superintendent
Boston Public Schools
26 Court Street
Boston, MA 02108

Dear Dr. Wilson:

We are pleased to provide you with the Executive Summary of the Findings and Recommendations based on the results of the Comprehensive Evaluation of Chapter 74 vocational-technical programs in the Boston Public Schools conducted in November, by external evaluators and coordinated by the State Department of Education which will be presented to the Board of Education at its March 28th meeting.

Department of Education staff met with your staff in December, to discuss the preliminary findings from the evaluation. The Director of Vocational and Adult Education has submitted an action plan to address some immediate safety concerns raised at that meeting.

We ask that the Boston Public Schools submit an action plan in response to the major noncompliance and partial compliance issues cited in the Executive Summary by June 30, 1989. A copy of the entire report, which contains the individual evaluation document, will be available for your review upon request.

We thank you and your staff for the cooperation and hospitality extended to external evaluators and Department Staff during this enormous undertaking. It is our desire that we will be able to continue our efforts in this cooperative spirit as we strive to improve the quality of vocational-technical education for the students of the Boston Public Schools.

If you have any questions, please feel free to call me at (617) 770-7350 or Marlene at (617) 641-4870.

Sincerely,

David F. Cronin
Associate Commissioner
Division of Occupational Education

/jmc
Enclosure

cc: Thomas Giachetto
Commissioner Raynolds

Sincerely,

Marlene Godfrey
Regional Center Director
Ctr. Boston Regional Education Center

